

Grade 11

Grade 11

Montana A.A.S.



Montana
Alternate
Assessment
Scale

March 2002

Directions for Administration And Rating Scales

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Overview of Alternate Assessment Scale

An alternate assessment is a method of measuring the performance of students unable to meaningfully participate in the statewide norm-referenced test (Thurlow, Elliott & Ysseldyke, 1998)¹. It is one of four test participation options available to ensure that *all* students in Montana are involved in statewide testing.

Who Should Take the Alternate Assessment?

Statewide testing occurs on an annual basis, focused on students in grades 4, 8, and 11 who are enrolled in an accredited Montana school. An alternate form of assessment is appropriate for a small percentage of students with disabilities and students with Limited

English Proficiency (LEP) who have received fewer than 3 years of instruction in English. Students who are reported as ungraded should be considered as placed in the grade most closely matching their chronological age.

Structure and Organization of the Alternate Assessment Scale

The Alternate Assessment Scale is a skill checklist derived from performance standards in Montana's Standards Framework. It includes mathematics, science, reading, language arts, and social studies. In each of these subjects, a set of extended performance standards have been added to broaden the spectrum of skills encompassed by the Montana Standards

Framework. This addition makes it possible to assess the performance students with disabilities and Limited English proficiency whose instructional program emphasizes more basic skills that provide a foundation for performance in all the curricular content areas, as well as those who are performing within the scope of the grade-level curriculum.

¹Thurlow, M. L., Elliott, J. L., & Ysseldyke, J. E. (1998). Testing students with disabilities. Practical strategies for complying with district and state requirements. Thousand Oaks, CA: Corwin Press.

Each subject area contains a list of performance standards that are organized within five levels of performance. The levels encompass skills that are differentiated by degrees of complexity as follows:

Novice Extension

Skills fall outside of the grade-level subject-area benchmarks. Students at this level are learning basic skills that provide a foundation for further growth and real-life application of these skills to increase student participation and independence in age-appropriate environments in the school and community.

Novice

Student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Nearing Proficiency

Partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Proficient

Solid academic performance for each benchmark, reaching levels of demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced

Superior performance.

Directions for Administration

The Alternate Assessment Scale should be completed by the individuals most knowledgeable about a student's current abilities in the areas of mathematics, science, reading, language arts, and social studies. The individual designated as the test administrator will need to work with or consult with other team members to accurately rate student performance in the areas encompassed by the five performance scales. This may be particularly necessary at the secondary level, where different teachers have responsibility for each content area.

The Alternate Assessment Scale will be completed by the designated test administrator(s) during the same period of time that The Iowa Tests are being administered at your school. Each year, The Iowa Tests will be given sometime during the last three weeks of March. **In 2002, the testing window is March 11-29.** Within this window, the actual testing dates are determined within a school district.

It is helpful to review the various levels within each subject area to become familiar with the content and organization of the Scale. The Alternate Assessment Scale is formatted in a consistent manner across all subject areas. Test administrators should proceed through the scales in a sequential manner until a point is reached at which a student is unable to perform any of the items within a scale. If this point occurs prior to reaching the Advanced Scale, the test administrator should move on to the next subject area.

Evaluating Students on the Extended Performance Standards

The Extended Performance Standards are not a formal component of the Montana Standards Framework. As a result, a discrete set of benchmarks serving as a point of reference for rating each performance indicator has not been established. For purposes of the Alternate

Assessment Scale, *sample* benchmarks are provided to exemplify a variety of ways in which a student might demonstrate mastery of a given performance standard. It is important to emphasize that the sample benchmarks are provided as *examples* to stimulate the rater's thinking about whether a student does, in fact, demonstrate a particular skill. This is a particularly important feature of the Alternate Assessment Scale, building flexibility into a system that must be capable of measuring the skills of students for whom traditional forms of assessment are limiting.

For each of the extended performance standards, circle the rating that accurately characterizes the student's present level of performance, based on the scoring guidelines below. Review the sample benchmarks, draw upon your knowledge of the student's performance in this subject area, and decide whether this skill is something the student is able to do. Score each item, using the following definitions.

SCORING KEY

IF A STUDENT HAS ...

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.

Score the item "N"

Space is provided at the end of each rating scale to add notes helpful to the team. Feel free to use this space to document data sources that support the student rating, relevant qualitative notes about student performance, or any other details that would be helpful to maintain in the student's instructional record. The information written on these pages is for the team's use only. It is not submitted with the test answer document.

**Evaluating Students
Relative to Grade 11
Performance Standards**

The Montana Standards Framework contains performance standards that characterize student abilities at four levels of proficiency in each of the curriculum content areas. The standards established in the areas of reading, writing,

mathematics, social studies, and science are the source of the items in the remaining sections of the Grade 11 Alternate Assessment Scale.



**USE CAUTION
WHEN SCORING**

It is very important that throughout the scoring process, you remember that the scales are sequenced in an order of increasing skill complexity. In the early stages of learning, the wording of the indicators describe initial stages of skill acquisition. Terms such as:

Randomly – Sometimes – Inconsistently – Usually describe the inconsistency associated with early stages of learning.

These words can create some confusion in the scoring process, particularly when you are assessing students who have progressed beyond these initial stages of skill acquisition. Please review the scoring definitions and examples carefully before proceeding.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS ...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Sometimes demonstrates an understanding of the elements of fiction and nonfiction."

If you are evaluating the skills of a student who:

☐ consistently demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored "Y"

☐ does, at times, demonstrate an understanding of the elements of fiction and nonfiction, the item should be scored..... "Y"

☐ rarely demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored..... "N"

☐ does not yet understand the elements of fiction and nonfiction, the item should be scored..... "N"

Once again, space is provided to add notes helpful to the team. This might include references to data sources that support the student rating, relevant qualitative notes about student performance, or any other details that would be helpful to maintain in the student's instructional record. This information remains at the school. It is not submitted with the test answer document.

Sequencing Scales within a Subject Area

Test administrators should proceed through the scales in a sequential manner until a point is reached at which a student is unable to complete any of the items within a scale. When this point has been reached, proceed to the Novice Extension Scale in the next subject area and begin scoring there.

Coding the Test Answer Document

The test answer document is filled in by the Text Administrator *after* the Alternate Assessment Scale has been completely scored. Use a #2 pencil to enter information on the test answer document.

1. Enter Student Identification information.

In the space designated on the test answer document, the Test Administrator should enter information for each of the following on the bottom half of the test answer document:

| Section of Answer Document | Directions for Completion |
|----------------------------|--|
| Student Name | Bubble in the letters corresponding to the student's name, following the last name, first name format indicated on the answer document |
| Date of Birth | Bubble in the month and year of the student's birth. |
| Student Gender | Bubble in the correct descriptor. |
| Test (ITBS) Form | Leave blank for the AAS, UNLESS student is taking the Alternate Assessment for some subtests, and The Iowa Tests for others. If this is the case, the form of the ITBS taken should be entered. |
| Cogat Level | Leave blank. |
| Race/Ethnicity | Mark only one selection in this category. If the student has multiple racial/ethnic origins, select the best single descriptor for this student. |
| Student I.D. number | The procedure for assigning a Student I.D. number is determined at the school level. The Test Administrator for the AAS should consult with the Test Coordinator for the school to determine how to complete this section. |

2. Enter Student Questionnaire Responses



The Student Questionnaire is available from the Test Administrator for the school. The individual completing the Alternate Assessment Scale should respond to these questions for the student based on his/her knowledge of that student. The answers to these questions are recorded in the "**OPTIONAL**" section of the test answer document located at the top of the form.





3. Enter Information About Student Program Involvement

The Program(s) area of the answer document contains a list of 10 selections. The abbreviations used in this section are defined in the table below.

- A. Fill in all circles that accurately describe the student who has been assessed.
- B. Select "Other 1" and/or "Other 2" to describe the length of time the student has been enrolled in the school/district. Leave blank if neither descriptors apply to this student.

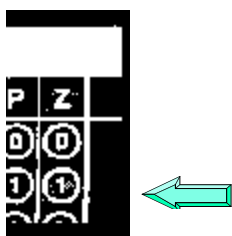
Program Code Acronyms and Definitions

| Code | Definition |
|-------------|--|
| SE | Special education student, identified as being disabled, who has an IEP. |
| 504 | Student identified as 504, who has a 504 plan. |
| F/RL | <p>Student who is eligible for free or reduced-price lunch participation.</p> <p> Due to the confidential nature of this designation, the ITBS/ITED answer sheet must be coded by: (a) a district or school building test coordinator (i.e., test coordinator), OR (b) the local school district official who determines free and reduced-price eligibility (i.e., school food official). See Test Coordinator's Manual for more details.</p> |
| GT | <p> Students identified and served as Gifted and Talented.</p> |
| ELL | Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A more detailed definition is provided in Appendix A. |
| MG | Student who has migrant status. A child is designated "migrant" and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition is provided in the Test Coordinator's Manual. |

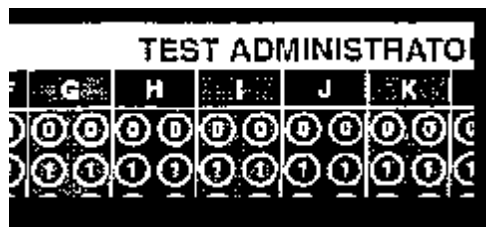
| Code | Definition |
|----------------|---|
| TIL |  Student received Title I services in Language Arts, Reading, or any other subject except Math in a Targeted Assistance School. Do not code for students in an official Title I Schoolwide Program. |
| TIM |  Student received Title I services in Math in a Targeted Assistance School. Do not code for students in an official Title I Schoolwide Program. |
| Other 1 |  Student has not been enrolled in the school for the entire year (on or before the official Fall Enrollment Count, 10/2/01). |
| Other 2 |  Student has not been enrolled in the District for the entire year (on or before the official Fall Enrollment Count, 10/2/01). |

4. Indicate that the Student was Assessed Using the Alternate Assessment Scale

Fill in the 1" circle in Column Z in the "Test Administrator Use Only" section of the test answer document.



5. Calculate Subtest Scores for each Subject Area and Enter Total Score on Test Answer Document



Subtest scores for the AAS are recorded in the “Test Administrator Use Only” section of the answer document in Rows G through K. These rows contain double columns of numbers from 0-9, and are able to accommodate any score between 0 and 99. The rows are defined as follows:

| Row | Subtest |
|-----|------------------------------------|
| G | Communication Arts - Reading score |
| H | Communication Arts - Writing score |
| I | Mathematics score |
| J | Social Studies score |
| K | Science score |

To calculate the total score for a subtest, examine the completed test document. Add up the total number of “Y” responses recorded in the summary boxes at the end of *each scale* within this subject area. This sum represents the total subtest score attained by the student.

Enter this score in the appropriate row as defined in the chart above, and repeat this process for the remaining subtests of the AAS. If a subtest score falls between 0 and 9, the score should be entered in a two-digit format (e.g., 00, 01, 02, 03).

Coding test participation that includes multiple-test formats.

It is possible that a student could take some subtests of The Iowa Tests while requiring the Alternate Assessment Scale for other subtests. In this situation, the form of The Iowa Tests that is taken should be coded in the section labeled ITBS FORM, and a “1” would also be coded in the Z column of the “Test Administrator Use Only” section to indicate that the Alternate Assessment Scale was used. The AAS subtest score(s) would be entered for those scales administered in this manner in the

appropriate column(s) in the G-K section of the Test Administrator Use Only section of the answer form.

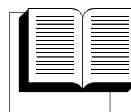
General Notes

Columns on the answer form that end with a “No” circle or with an “N” have a special purpose. These circles should only be filled in when the Test Administrator erases a code and does not replace it with another. For example, if the Test Administrator erroneously entered a subscale score in column G rather than column H, the circle in column G would be erased AND the “No” circle in this column would be filled in. This prevents the scoring equipment from picking up an erasure shadow. Do not use the “No” or “N” circles for any reason other than the one just described.

Routing Alternate Assessment Scale Test Materials

The Test Answer Documents for the Alternate Assessment Scale should be directed to the Test Coordinator for your school. The Test Coordinator has the responsibility to double check that all forms have been completely filled in, and are accounted for in test completion tallies for each class. The Alternate Assessment Scale test booklet should be retained in each student’s individual file.

COMMUNICATION ARTS – READING



Scale 1: Novice Extension

A graduating student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"

| Student Rating | Novice Extension Reading Performance Standards |
|----------------|---|
| Y N | (a) Responds consistently to familiar people, places, and objects (<i>ex., smiles when approaches by best friend; locates own locker in hallway; selects favorite cassette from choice of two tapes</i>). |
| Y N | (b) Demonstrates familiarity with object by using it for its intended purpose (<i>ex., depresses switch to activate computer; uses remote to change TV stations; places headphones of CD player on head</i>). |
| Y N | (c) Reads/interprets picture symbols in everyday routines and environments (<i>ex., follows print or picture schedule to move from class to class; follows sequence cards to complete assigned job tasks; responds to informational signs in the school and community</i>). |
| Y N | (d) Identifies individual letters of the alphabet (<i>ex., can find word that starts with "b"; student identifies individual letters of own name; finds letters on keyboard; sorts mail and places in appropriate mailbox</i>). |

| Student Rating | | Novice Extension Reading Performance Standards |
|------------------------------|---|--|
| Y | N | (e) Recognizes own name in print (<i>ex., finds assigned seat when labeled with name; finds name on list to determine group assignment; locates correct time card at work</i>). |
| Y | N | (f) Reads self-composed text and simple text on context (<i>ex., reads daily work assignment entered on student schedule; reads food labels; reads menu to make lunch selection; reads information entered in personal journal</i>). |
| Y | N | (g) Uses basic phonemes and contextual cues to decode new words (<i>ex., reads high-interest/low-vocabulary books and magazines; sounds out unfamiliar words in modified classroom materials</i>). |
| Y | N | (h) Has sight word vocabulary of up to 50 words (<i>ex., identifies names of people, things, and places in the immediate environment; reads informational/directions signs in the school and community; reads list of assigned tasks on job site</i>). |
| Y | N | (i) Shows interest in books (<i>ex., handles print material appropriately; demonstrates interest in adapted or high-interest/low-vocabulary books; listens to books on tape</i>). |
| Y | N | (j) Uses literary activities for personal enjoyment (<i>ex., seeks out books for enjoyment; checks books out from library; listens to books on tape as a free time activity; looks up phone number to order pizza</i>). |
| Comments/Instructional Notes | | |
| | | |



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

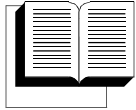
1 or more

Proceed to the Novice Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 2: Novice

A graduating student at the Novice Reading Level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material."

If you are evaluating the skills of a student who:

☐ **consistently** and accurately paraphrases, formulates arguments, and provides responses to reading material, the item should be scored "Y"

☐ **does, at times,** accurately paraphrase, formulate arguments with limited supported evidence, and provide simple responses to reading material, the item should be scored... "Y"

☐ **rarely** accurately paraphrases, formulates arguments with limited supported evidence, and provides simple responses to reading material, the item should be scored..... "N"



☐ **does not yet** accurately paraphrase, formulate arguments with limited supported evidence, and provide simple responses to reading material, the item should be scored.... "N"

| Student Rating | | Novice Level Reading Performance Standards |
|----------------|---|---|
| Y | N | (a) Makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to the twelfth grade. |
| Y | N | (b) Sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material. |

| Student Rating | | Novice Level Reading Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success. |
| Y | N | (d) Uses a reading vocabulary below twelfth-grade level. |
| Y | N | (e) Sometimes monitors his/her own reading progress. |
| Y | N | (f) With guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes. |
| Y | N | (g) Compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources. |
| Comments/Instructional Notes | | |
| | | |



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

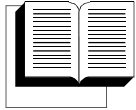
1 or more

Proceed to the Nearing Proficiency Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 3: Nearing Proficiency

A graduating student at the Nearing Proficiency Reading Level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY READING SCALE**:

"Frequently paraphrases accurately and formulates arguments with limited supporting evidence."

If you are evaluating the skills of a student who:



- ☐ consistently paraphrases accurately and formulates arguments with supporting evidence, the item should be scored "Y"
- ☐ typically paraphrases accurately and formulates arguments with supporting evidence, the item should be scored "Y"
- ☐ is beginning to paraphrase accurately and formulate arguments with limited supporting evidence, the item should be scored "N"
- ☐ does not yet paraphrase accurately and formulate arguments with supporting evidence, the item should be scored "N"

| Student Rating | | Nearing Proficiency Level Reading Performance Standards |
|----------------|---|--|
| Y | N | (a) Makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade. |
| Y | N | (b) Frequently paraphrases accurately and formulates arguments with limited supporting evidence. |
| Y | N | (c) Monitors his/her reading, but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material. |

| Student Rating | | Nearing Proficiency Level Reading Performance Standards |
|------------------------------|---|--|
| Y | N | (d) Uses a limited twelfth-grade reading vocabulary. |
| Y | N | (e) Monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes. |
| Y | N | (f) Identifies elements of an author's style. |
| Y | N | (g) Responds creatively to reading material. |
| Y | N | (h) Occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources. |
| Comments/Instructional Notes | | |
| | | |



Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

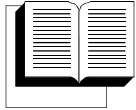
1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 4: Proficient

A graduating student at the Proficient Reading Level demonstrates solid academic performance. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT READING SCALE**:

"Usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material."

If you are evaluating the skills of a student who:



- ☐ consistently paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material, the item should be scored....."Y"
- ☐ typically paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material, the item should be scored "Y"
- ☐ is beginning to paraphrase accurately, formulate arguments with supporting evidence, and respond creatively to reading material, the item should be scored....."N"
- ☐ does not yet paraphrase accurately, formulate arguments with supporting evidence, and respond creatively to reading material, the item should be scored....."N"

| Student Rating | | Proficient Level Reading Performance Standards |
|----------------|---|--|
| Y | N | (a) Makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade. |
| Y | N | (b) Usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material. |

| Student Rating | | Proficient Level Reading Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material. |
| Y | N | (d) Uses a substantial reading vocabulary appropriate to twelfth grade. |
| Y | N | (e) Monitors his/her own reading progress. |
| Y | N | (f) Sets and consistently meets reading goals. |
| Y | N | (g) Selects, analyzes, and evaluates material appropriate to a variety of reading purposes. |
| Y | N | (h) Applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources. |
| Y | N | (i) Analyzes the author's use of literary devices. |
| Comments/Instructional Notes | | |
| | | |



Add up total number of "Y" responses and enter number in the box.

IF THE TOTAL IS —

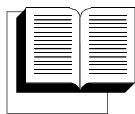
1 or more

Proceed to the Advanced Scale

Zero

Proceed to the Communication Arts Writing Scales



Scale 5: Advanced

A graduating student at the Advanced Reading Level demonstrates superior performance. Read each of the Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED READING SCALE**:

"Consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material."

If you are evaluating the skills of a student who:

- ☐ **consistently** accurately paraphrases, formulates complex arguments with strong supporting evidence, and creatively responds to reading material, the item should be scored....."Y"
- ☐ **typically** accurately paraphrases, formulates complex arguments with strong supporting evidence, and creatively responds to reading material, the item should be scored "Y"
- ☐ **is beginning** to accurately paraphrase, formulate arguments with strong supporting evidence, and creatively responds to reading material, the item should be scored....."N"
- ☐ **does not yet** accurately paraphrase, formulate arguments with strong supporting evidence, and creatively respond to reading material, the item should be scored....."N"

| Student Rating | | Advanced Level Reading Performance Standards |
|----------------|---|---|
| Y | N | (a) Is self-motivated, an independent learner, and extends and connects ideas. |
| Y | N | (b) Describes abstract themes and ideas in the overall reading material. |
| Y | N | (c) Consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material. |

| Student Rating | | Advanced Level Reading Performance Standards |
|------------------------------|---|---|
| Y | N | (d) Consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material. |
| Y | N | (e) Effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material. |
| Y | N | (f) Uses an enriched reading vocabulary beyond the twelfth grade. |
| Y | N | (g) Successfully monitors his/her own reading progress. |
| Y | N | (h) Consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates. |
| Y | N | (i) Self-selects material appropriate to a variety of reading purposes. |
| Y | N | (j) Consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources. |
| Comments/Instructional Notes | | |
| | | |

Add up total number of “Y” responses and enter number in the box.



Proceed to the Communication Arts - Writing Scales beginning on the next page.

COMMUNICATION ARTS – WRITING



Scale 1: Novice Extension

A graduating student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.

Score the item "N"


| Student Rating | Novice Extension Writing Performance Standards |
|----------------|--|
| Y N | (a) Uses consistent behavior (non-symbolic) to get attention and convey feelings, thoughts, and needs, understandable by those who know the student (<i>ex., uses differentiated facial expressions or vocalizations to convey these messages; makes specific sound when agitated; uses body posture/tone to indicate interest/disinterest in activity</i>). |
| Y N | (b) Demonstrates a preference when presented with a choice of two or more objects or activities (<i>ex., looks at can of Coke when a Coke and carton of milk are presented to indicate preference; points to the CD she wants to listen to when two are held up; arranges work tasks on schedule to express preference regarding order of completion</i>). |
| Y N | (c) Uses symbols singly or in combination to express thoughts, feelings, and needs (<i>ex., uses manual sign to request "more ____"; depresses keys on augmentative device to say "Can I help you?" to next customer; points to picture of cheeseburger and fries when shown McDonald's picture menu</i>). |

| Student Rating | | Novice Extension Writing Performance Standards |
|------------------------------|---|--|
| Y | N | (d) Uses writing tools to draw and/or write (ex., holds and uses markers, pens, or pencils; makes selections on Intellitools keyboard to “write” answer; uses computer keyboard to create simple text). |
| Y | N | (e) Copies/traces written text (ex., uses typing tutor software to learn keyboard; creates daily work schedule by sequencing picture symbols in order written on assignment board; performs basic data entry tasks). |
| Y | N | (f) Relates personal information in print format when requested (ex., signs name on check; uses name stamp to sign into work; takes out printed identification card to provide phone number when needed). |
| Y | N | (g) Expresses self and relates information to others in print format (ex., points to picture of “bicycle” to select next activity in workout room; sequence pictures to describe science experiment that was conducted; creates grocery list by selecting pictures of needed items; writes/types thoughts using simple words/sentences). |
| Y | N | (h) Dictates thoughts for others to record in writing (ex., responds by indicating “yes/no” to make selections about what specific information should be part of a written story; writes book report with assistance of peer scribe; uses voice-input software to create written documents). |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

➡  Proceed to the Novice Scale

Zero

➡  Proceed to the Mathematics Scales



Scale 2: Novice

A graduating student at the Novice Level of Writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.

SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE COMMUNICATION ARTS - WRITING SCALE**:

"Occasionally writes clearly at a basic level by applying selected skills and strategies."

If you are evaluating the skills of a student who:

- ☐ consistently writes clearly at a basic level by applying selected skills and strategies, the item should be scored "Y"
- ☐ does, at times, write clearly at a basic level by applying selected skills and strategies, the item should be scored..... "Y"
- ☐ rarely writes clearly at a basic level by applying selected skills and strategies, the item should be scored..... "N"
- ☐ does not yet write clearly at a basic level by applying selected skills and strategies, the item should be scored..... "N"


| Student Rating | | Novice Level Writing Performance Standards |
|----------------|---|--|
| Y | N | (a) Occasionally writes clearly at a basic level by applying selected skills and strategies. |
| Y | N | (b) Needs assistance to write effectively. |

| Student Rating | | Novice Level Writing Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Is reluctant to revise and needs guidance to evaluate his/her writing or respond to feedback. |
| Y | N | (d) Demonstrates limited understanding of his/her growth as a writer. |
| Y | N | (e) Recognizes basic forms of writing and applies some basic characteristics to his/her writing. |
| Y | N | (f) Often lacks purpose in writing, including expository and persuasive, and writes for a limited audience. |
| Y | N | (g) Seldom conducts inquiries. |
| Y | N | (h) Uses current technologies and information sources, with assistance, to communicate. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

➡  Proceed to the Nearing Proficiency Scale

Zero

➡  Proceed to the Mathematics Scales



Scale 3: Nearing Proficiency

A graduating student at the Nearing Proficiency Level of Writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY COMMUNICATION ARTS-WRITING SCALE**:

"Often writes clearly and effectively by applying a limited range of skills and strategies."

If you are evaluating the skills of a student who:

- ☐ consistently writes clearly and effectively by applying a range of skills and strategies, the item should be scored "Y"
- ☐ typically writes clearly and effectively by applying a limited range of skills and strategies, the item should be scored..... "Y"
- ☐ rarely writes clearly and effectively by applying a range of skills and strategies, the item should be scored..... "N"
- ☐ does not yet write clearly and effectively by applying a range of skills and strategies, the item should be scored..... "N"


| Student Rating | Nearing Proficiency Level Writing Performance Standards |
|----------------|--|
| Y N | (a) Often writes clearly and effectively by applying a limited range of skills and strategies. |
| Y N | (b) Still needs assistance to revise work in response to feedback. |
| Y N | (c) Often needs guidance to evaluate work and reflect on his/her growth as a writer. |

| Student Rating | | Nearing Proficiency Level Writing Performance Standards |
|------------------------------|---|--|
| Y | N | (d) Recognizes the forms of writing and applies basic characteristics to his/her own writing. |
| Y | N | (e) Writes for a limited range of purposes and audiences, and has some experience writing in different genre, including expository and persuasive writing. |
| Y | N | (f) Conducts inquiries, with assistance. |
| Y | N | (g) Uses current technologies and information sources to communicate. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

➡  Proceed to the Proficient Scale

Zero

➡  Proceed to the Mathematics Scales



Scale 4: Proficient

A graduating student at the Proficient Level of Writing demonstrates solid academic performance. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the PROFICIENT COMMUNICATION ARTS-WRITING SCALE:

"Writes clearly and effectively by applying a range of skills and strategies in the writing process."

If you are evaluating the skills of a student who:

- ☐ consistently writes clearly and effectively by applying a range of skills and strategies in the writing process, the item should be scored "Y"
- ☐ typically writes clearly and effectively by applying a range of skills and strategies in the writing process, the item should be scored..... "Y"
- ☐ is beginning to write clearly and effectively by applying a range of skills and strategies, in the writing process, the item should be scored..... "N"
- ☐ does not yet write clearly and effectively by applying a range of skills and strategies in the writing process, the item should be scored..... "N"


| Student Rating | | Proficient Level Writing Performance Standards |
|----------------|---|--|
| Y | N | (a) Writes clearly and effectively by applying a range of skills and strategies in the writing process. |
| Y | N | (b) Often seeks and responds to feedback to evaluate and revise writing, as well as reflect on his/her growth as a writer. |

| Student Rating | | Proficient Level Writing Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Recognizes variations within the forms and often identifies different levels of meaning. |
| Y | N | (d) Occasionally takes risks when applying these characteristics to write for a variety of purposes and audiences, and in different genre, including expository and persuasive writing. |
| Y | N | (e) Initiates his/her own inquiries. |
| Y | N | (f) Uses current and emerging technologies and information sources to communicate. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

1 or more

➡  Proceed to the Advanced Scale

Zero

➡  Proceed to the Mathematics Scales



Scale 5: Advanced

A graduating student at the Advanced Level of Writing demonstrates superior performance. Read each of the Writing Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the ADVANCED COMMUNICATION ARTS-WRITING **SCALE**:

"Consistently writes clearly and effectively, often about sophisticated subjects."

If you are evaluating the skills of a student who:

- ☐ consistently writes clearly and effectively, often about sophisticated subjects, the item should be scored "Y"
- ☐ typically writes clearly and effectively, often about sophisticated subjects, the item should be scored "Y"
- ☐ is beginning to write clearly and effectively about sophisticated subjects, the item should be scored "N"
- ☐ does not yet write clearly and effectively about sophisticated subjects, the item should be scored "N"

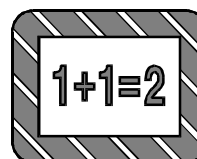
| Student Rating | Advanced Level Writing Performance Standards |
|----------------|--|
| Y N | (a) Consistently writes clearly and effectively, often about sophisticated subjects. |
| Y N | (b) Applies a range of skills and strategies in the writing process, eagerly seeking and responding to feedback and polishing his/her writing. |
| Y N | (c) Independently evaluates writing and reflects on his/her growth as a writer. |

| Student Rating | | Advanced Level Writing Performance Standards |
|------------------------------|---|--|
| Y | N | (d) Recognizes different levels of meaning, as well as sophisticated variations within forms of writing. |
| Y | N | (e) Takes risks and applies these characteristics to his/her own writing. |
| Y | N | (f) Writes fluently for a variety of purposes and in different genre, including expository and persuasive, usually satisfying audiences. |
| Y | N | (g) Demonstrates self-directed inquiry. |
| Y | N | (h) Makes effective use of current and emerging technologies and information sources to communicate. |
| Comments/Instructional Notes | | |
| | | |

Add up total number of “Y” responses and enter number in the box.



Proceed to the Mathematics Scales beginning on the next page.



Scale 1: Novice Extension

A graduating student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.



Score the item "N"

| Student Rating | Novice Extension Mathematics Performance Standards |
|----------------|--|
| Y N | (a) Shows awareness of and preference for different attributes of objects (<i>ex., reaches for favorite video to put into VCR; uses hands/mouth for sensory exploration</i>). |
| Y N | (b) Anticipates and responds to patterns and sequences in the context of everyday situations (<i>ex., puts grocery items away on appropriate shelves; separates socks from shirts when sorting laundry; waits in line at movie theater to buy ticket before entering</i>). |
| Y N | (c) Recognizes and responds to concepts of quantity and numbers in everyday situations (<i>ex., recognizes address numbers; identifies need to add cans when vending machine is running low; uses calculator to determine number of boxes needed to stock shelves</i>). |

| Student Rating | Novice Extension Mathematics Performance Standards |
|------------------------------|--|
| Y N | (d) Recognizes and responds to concept of shape in everyday situations within and outside of school (<i>ex., aligns key in keyhole to open door; matches coins to picture cues to determine cost of item in store; recognizes stop sign by shape</i>). |
| Y N | (e) Recognizes and responds to concepts of quantity and numbers relative to money (<i>ex., uses money to purchase items at store/vending machine; knows that \$5 is more than a \$1; uses next dollar up strategy to determine money needed for purchase</i>). |
| Y N | (f) Demonstrates understanding of basic spatial relationships (<i>ex., safely maneuvers in environment; positions body to best manipulate materials; finds various locations within school and community; locates different areas in a multi-story building</i>). |
| Y N | (g) Uses and interprets tools to measure time (<i>ex., associates specific times of the day with regularly scheduled events; reads digital display of watch; uses calendar/schedule to sequence activities; times peer running lap around the track</i>). |
| Y N | (h) Uses and interprets tools for measuring simple size, weight, quantity, and length (<i>ex., purchases 1 lb. of grapes; weighs self on scale; measures distance covered by peer doing long jump; adds 1 cup of laundry detergent to washer; weighs package to determine postage</i>). |
| Y N | (i) Demonstrates understanding of numbers up to 10 (<i>ex., fills order for 4 hamburgers; counts out 6 dollars to give to clerk; finds track 3 on compact disk; orders 2 eggs for breakfast</i>). |
| Y N | (j) Performs basic addition and subtraction with numbers up to 10 (<i>ex., moves 7 steps on board game after rolling a 4 and 3 on the dice; uses calculator to determine total cost of meal before ordering; knows how many dollars change is expected when purchasing \$6 item with \$10 bill</i>). |
| Comments/Instructional Notes | |
| | |



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

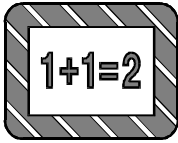
1 or more

Proceed to the Novice Scale

Zero

Proceed to the Social Studies Scales



Scale 2: Novice

A graduating student at the Novice Level of Mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE MATHEMATICS SCALE**:

"Demonstrates limited and incomplete use of mathematical processes and problem-solving strategies."

If you are evaluating the skills of a student who:



- ☐ **consistently** demonstrates complete use of mathematical processes and problem-solving strategies, the item should be scored "Y"
- ☐ **typically** demonstrates complete use of mathematical processes and problem-solving strategies, the item should be scored "Y"
- ☐ **is beginning** to demonstrate complete use of mathematical processes and problem-solving strategies, the item should be scored "Y"
- ☐ **does not yet** demonstrate the use of mathematical processes and problem-solving strategies, the item should be scored "N"

| Student Rating | | Novice Level Mathematics Performance Standards |
|----------------|---|--|
| Y | N | (a) Demonstrates limited and incomplete use of mathematical processes and problem-solving strategies. |
| Y | N | (b) Often uses limited and incomplete reasoning to formulate logical arguments and communicate mathematical ideas. |

| Student Rating | | Novice Level Mathematics Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Makes only concrete, mathematical connections. |
| Y | N | (d) Seldom uses appropriate technology to apply functions, graphs, and algebraic concepts to solve problems. |
| Y | N | (e) Recognizes, on a limited basis, complex measurement, geometric relationships, and properties. |
| Y | N | (f) Makes some predictions and decisions, on a limited basis, based on data, but seldom recognizes statistical or probability concepts. |
| Comments/Instructional Notes | | |
| | | |



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

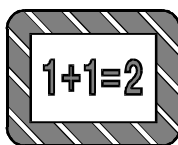
1 or more

Proceed to the Nearing Proficiency Scale

Zero

Proceed to the Social Studies Scales



Scale 3: Nearing Proficiency

A graduating student at the Nearing Proficiency Level of Mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY MATHEMATICS SCALE**:

"Applies incomplete and incorrect mathematical processes to solve problems, often inaccurately."

If you are evaluating the skills of a student who:



- ☐ consistently applies complete and correct mathematical processes to accurately solve problems, the item should be scored "Y"
- ☐ typically applies complete and correct mathematical processes to solve problems, the item should be scored "Y"
- ☐ is beginning to use complete and correct mathematical processes to solve problems, the item should be scored "Y"
- ☐ does not yet apply complete and correct mathematical processes to solve problems, the item should be scored "N"

| Student Rating | | Nearing Proficiency Level Mathematics Performance Standards |
|----------------|---|--|
| Y | N | (a) Applies incomplete and incorrect mathematical processes to solve problems, often inaccurately. |
| Y | N | (b) Communicates mathematical ideas and sometimes extends them, but often inaccurately. |
| Y | N | (c) Sometimes understands and uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems. |

| Student Rating | | Nearing Proficiency Level Mathematics Performance Standards |
|------------------------------|---|--|
| Y | N | (d) Sometimes demonstrates difficulty recognizing complex measurement and geometric and algebraic relationships which result in inaccuracies. |
| Y | N | (e) Sometimes makes predictions and decisions based on data, probability, and statistics, often inaccurately. |
| Y | N | (f) Makes connections, but does not generalize or probe them and often his/her arguments lack appropriate supporting mathematical ideas and careful reasoning. |
| Comments/Instructional Notes | | |
| | | |



Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

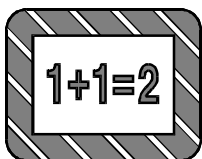
1 or more

Proceed to the Proficient Scale

Zero

Proceed to the Social Studies Scales



Scale 4: Proficient

A graduating student at the Proficient Level of Mathematics demonstrates solid academic performance. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT MATHEMATICS SCALE**:

"Consistently applies mathematical processes correctly to solve a variety of problems and communicates the results."

If you are evaluating the skills of a student who:


- ☐ consistently applies mathematical processes correctly to solve a variety of problems and communicates the results, the item should be scored "Y"
- ☐ typically applies mathematical processes correctly to solve a variety of problems and communicates the results, the item should be scored..... "Y"
- ☐ is beginning to apply mathematical processes correctly to solve a variety of problems and communicate the results, the item should be scored..... "N"
- ☐ does not yet apply mathematical processes correctly to solve a variety of problems and communicate the results, the item should be scored..... "N"

| Student Rating | | Proficient Level Mathematics Performance Standards |
|----------------|---|--|
| Y | N | (a) Consistently applies mathematical processes correctly to solve a variety of problems and communicates the results. |
| Y | N | (b) Applies mathematics in a variety of contexts. |

| Student Rating | | Proficient Level Mathematics Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Consistently uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems. |
| Y | N | (d) Uses complex reasoning to formulate logical arguments and proofs using appropriate mathematical ideas. |
| Y | N | (e) Consistently applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations. |
| Y | N | (f) Makes reasonable predictions and decisions based on data, probability, and statistics. |
| Y | N | (g) Recognizes interconnections within and outside mathematics. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



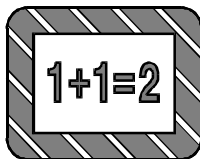
1 or more

Proceed to the Advanced Scale



Zero

Proceed to the Social Studies Scales



Scale 5: Advanced

A graduating student at the Advanced Level of Mathematics demonstrates superior performance. Read each of the Mathematics Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the ADVANCED MATHEMATICS **SCALE**:

"Is accurate, articulate, and effective when applying mathematical processes."

If you are evaluating the skills of a student who:

- ☐ consistently is accurate, articulate, and effective when applying the mathematical processes, the item should be scored "Y"
- ☐ typically is accurate, articulate, and effective when applying the mathematical processes, the item should be scored "Y"
- ☐ is beginning to be accurate, articulate, and effective when applying the mathematical processes, the item should be scored "N"
- ☐ Is not yet accurate, articulate, and effective when applying the mathematical processes, the item should be scored "N"

| Student Rating | Advanced Level Mathematics Performance Standards |
|----------------|--|
| Y N | (a) Is self-motivated, an independent learner, and extends and connects ideas. |
| Y N | (b) Is accurate, articulate, and effective when applying mathematical processes. |

| Student Rating | | Advanced Level Mathematics Performance Standards |
|------------------------------|---|--|
| Y | N | (c) Effectively uses multiple strategies, extends concepts to new situations, and skillfully communicates the results. |
| Y | N | (d) Explores hypothetical questions, uses complex reasoning to articulate valid arguments, and constructs proofs. |
| Y | N | (e) Uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems. |
| Y | N | (f) Applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations. |
| Y | N | (g) Consistently makes accurate and reasonable predictions and decisions based on data, probability, and statistics. |
| Y | N | (h) Recognizes interconnections within and outside mathematics. |
| Comments/Instructional Notes | | |
| | | |

Add up total number of “Y” responses and enter number in the box.



Proceed to the *Social Studies* Scales beginning on the next page.

GRADE ELEVEN - SOCIAL STUDIES



Scale 1: Novice Extension

A graduating student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in italics to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.


Score the item "N"

| Student Rating | Novice Extension Social Studies Performance Standards |
|----------------|---|
| Y N | (a) Identifies basic geographic features and settings in the immediate environment and beyond (<i>ex., reacts differently to familiar and unfamiliar settings; identifies key landmarks in the school and community; names home town; uses simple map</i>). |
| Y N | (b) Demonstrates understanding of basic directional concepts by locating things and places in familiar and novel environments (<i>ex., turns to investigate source of sound when radio is turned on; puts away grocery items in their proper location; locates time clock at job site</i>). |
| Y N | (c) Recognizes differences between people of different cultures, gender, and age (<i>ex., reacts differently to familiar and unfamiliar people; identifies person to ask for help in school and community settings; expresses/shows preferences in choice of different job settings</i>). |
| Y N | (d) Demonstrates understanding of order and sequence of events, i.e., past, present, future (<i>ex., uses picture schedule to sequence activities throughout day; uses calendar to identify day and anticipate upcoming events; understands that paychecks come every two weeks</i>). |

| Student Rating | Novice Extension Social Studies Performance Standards |
|------------------------------|--|
| Y N | (e) Demonstrates understanding of basic economic principles (<i>ex., cries to indicate understanding that something is “all gone”; establishes and uses bank account; understands relationship between amount of time worked and size of paycheck</i>). |
| Y N | (f) Demonstrates an understanding of rules and authority in familiar environments (<i>ex., responds to requests from familiar adults; understands consequences of not following rules at home and school; follows rules of safety on a job site and in the community</i>). |
| Y N | (g) Demonstrates qualities of a good citizen at school, home, and in the community (<i>ex., exhibits appropriate behavior with peers and adults; works with others to complete assigned tasks; participates in development of IEP; participates in community service activities with peers</i>). |
| Comments/Instructional Notes | |
| | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more

Proceed to the Novice Scale



Zero

Proceed to the Science Scales



Scale 2: Novice

A graduating student at the Novice Level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE SOCIAL STUDIES SCALE**:

"Demonstrates limited civic responsibility."

If you are evaluating the skills of a student who:


- ☐ consistently demonstrates civic responsibility, the item should be scored "Y"
- ☐ typically demonstrates limited civic responsibility, the item should be scored..... "Y"
- ☐ rarely demonstrates civic responsibility, the item should be scored..... "Y"
- ☐ does not yet demonstrate civic responsibility, the item should be scored..... "N"

| Student Rating | Novice Level Social Studies Performance Standards |
|----------------|---|
| Y N | (a) Inconsistently uses and seldom analyzes or adapts an inquiry process to locate information even from limited sources; evaluates information, with assistance; and rarely applies information to decision-making situations. |
| Y N | (b) Incompletely analyzes and, with difficulty, critiques the principles and structure of power, authority, and governance. |

| Student Rating | | Novice Level Social Studies Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Demonstrates limited civic responsibility. |
| Y | N | (d) Seldom makes meaningful geographic inferences and requires assistance conducting geography-related research to develop and support a position on an issue. |
| Y | N | (e) Sometimes identifies historical patterns and, with assistance, conducts research, but has difficulty developing or defending a position on an issue. |
| Y | N | (f) Analyzes, with much assistance, obvious impacts of the application of economic principles on decision making in national and global economies. |
| Y | N | (g) Seldom analyzes the impact of human interaction on society and exhibits limited ability to evaluate the effects of cultural diversity on individuals and society. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more

Proceed to the Nearing Proficiency Scale



Zero

Proceed to the Science Scales



Scale 3: Nearing Proficiency

A graduating student at the Nearing Proficiency Level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY SOCIAL STUDIES SCALE**:

"Occasionally demonstrates civic responsibility by participating as a citizen across various communities."

If you are evaluating the skills of a student who:


- ☐ consistently demonstrates civic responsibility by participating as a citizen across various communities, the item should be scored "Y"
- ☐ typically demonstrates civic responsibility by participating as a citizen across various communities, the item should be scored "Y"
- ☐ does, at times, demonstrate civic responsibility by participating as a citizen across various communities, the item should be scored "Y"
- ☐ does not yet demonstrate civic responsibility by participating as a citizen across various communities, the item should be scored "N"

| Student Rating | Nearing Proficiency Level Social Studies Performance Standards |
|----------------|---|
| Y N | (a) Usually analyzes and adapts an inquiry process to locate information from a variety of sources, incompletely evaluates information, and, with limited success, applies the information to various decision-making situations. |
| Y N | (b) Sometimes analyzes, but ineffectively critiques, the principles and structure of power, authority, and governance. |

| Student Rating | | Nearing Proficiency Level Social Studies Performance Standards |
|------------------------------|---|---|
| Y | N | (c) Occasionally demonstrates civic responsibility by participating as a citizen across various communities. |
| Y | N | (d) Sometimes makes meaningful geographic inferences but has difficulty conducting geography-related research to develop and support a position on an issue. |
| Y | N | (e) Identifies some historical patterns and, with assistance, conducts research to develop and partially defend a position on an issue. |
| Y | N | (f) Sometimes analyzes obvious impacts of the application of economic principles on decision making in national and global economies.. |
| Y | N | (g) Sometimes analyzes and critiques the impact of human interaction on society and evaluates the obvious effects of cultural diversity on individuals and society. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more

Proceed to the Proficient Scale



Zero

Proceed to the Science Scales



Scale 4: Proficient

A graduating student at the Proficient Level in Social Studies demonstrates solid academic performance. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENCY SOCIAL STUDIES SCALE**:

"Demonstrates civic responsibility by participating meaningfully as a citizen across various communities."

If you are evaluating the skills of a student who:


- ☐ consistently demonstrates civic responsibility by participating meaningfully as a citizen across various communities, the item should be scored "Y"
- ☐ typically demonstrates civic responsibility by participating meaningfully as a citizen across various communities, the item should be scored "Y"
- ☐ is beginning to demonstrate civic responsibility by participating meaningfully as a citizen across various communities, the item should be scored "N"
- ☐ does not yet demonstrate civic responsibility by participating meaningfully as a citizen across various communities, the item should be scored "N"

| Student Rating | Proficient Level Social Studies Performance Standards |
|----------------|---|
| Y N | (a) Analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and applies that information to various decision-making situations. |
| Y N | (b) Analyzes and critiques the principles and structure of power, authority, and governance. |
| Y N | (c) Demonstrates civic responsibility by participating meaningfully as a citizen across various communities. |

| Student Rating | | Proficient Level Social Studies Performance Standards |
|------------------------------|---|---|
| Y | N | (d) Makes meaningful geographic inferences and actively conducts geography-related research to develop and adequately support a position on an issue. |
| Y | N | (e) Analyzes historical patterns and conducts research to develop and adequately defend a position on an issue. |
| Y | N | (f) Analyzes various impacts of the application of economic principles on decision making in national and global economies. |
| Y | N | (g) Analyzes and critiques the impact of human interaction on society and evaluates the effects of cultural diversity on individuals and society. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more

Proceed to the Advanced Scale



Zero

Proceed to the Science Scales



Scale 5: Advanced

A graduating student at the Advanced Level in Social Studies demonstrates superior performance. Read each of the Social Studies Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED SOCIAL STUDIES SCALE**:

"Independently demonstrates civic responsibility by participating meaningfully as a citizen in the process."

If you are evaluating the skills of a student who:

- ☐ consistently demonstrates civic responsibility by independently participating meaningfully as a citizen in the process, the item should be scored "Y"
- ☐ typically demonstrates civic responsibility by independently participating meaningfully as a citizen in the process, the item should be scored "Y"
- ☐ is beginning to demonstrate civic responsibility by participating meaningfully as a citizen in the process, the item should be scored "N"
- ☐ does not yet demonstrate civic responsibility by participating meaningfully as a citizen in the process, the item should be scored "N"

| Student Rating | Advanced Level Social Studies Performance Standards |
|----------------|---|
| Y N | (a) Independently analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and effectively applies that information to various decision-making situations. |
| Y N | (b) Effectively analyzes and critiques the principles and structure of power, authority, and governance. |

| Student Rating | | Advanced Level Social Studies Performance Standards |
|------------------------------|---|--|
| Y | N | (c) Independently demonstrates civic responsibility by participating meaningfully as a citizen in the process. |
| Y | N | (d) Makes meaningful geographic inferences in a variety of contexts and independently conducts geography-related research to develop and extensively support a position on an issue. |
| Y | N | (e) Consistently analyzes historical patterns and conducts independent research to thoroughly and effectively develop and defend a position on an issue. |
| Y | N | (f) Analyzes unique impacts of the application of economic principles on decision making in national and global economies. |
| Y | N | (g) Independently analyzes and critiques the impact of human interaction on society and purposefully evaluates the effects of cultural diversity on individuals and society. |
| Comments/Instructional Notes | | |
| | | |

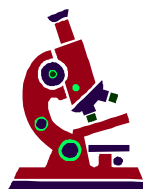
Add up total number of “Y” responses and enter number in the box.

▪



Proceed to the Science Scales beginning on the next page.

GRADE ELEVEN - SCIENCE



Scale 1: Novice Extension

A graduating student whose skills fall within the Novice Extension Level is learning basic skills that will provide a foundation for further growth in this area. Demonstration of these skills occurs in the context of classroom instruction, activities, and functional routines in and outside of the classroom setting. Read each of the Extension Reading Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions. Use the examples in *italics* to help you think of ways the student you are assessing might demonstrate these skills.

SCORING KEY

IF A STUDENT HAS:

Mastered this skill *OR* demonstrates **some level of proficiency** in this area, ranging from performance with instructional assistance to full independent generalized performance of this skill in a number of different contexts.

Score the item "Y"

Never demonstrated this skill nor any approximation of it.


Score the item "N"

| Student Rating | Novice Extension Science Performance Standards |
|----------------|---|
| Y N | (a) Shows interest in and uses senses to investigate familiar and unfamiliar objects, people, events, and settings (<i>ex., explores objects with hands and mouth; looks for source of sounds, smells; searches for favorite toy when not in sight; asks questions about objects and events</i>). |
| Y N | (b) Responds to properties of matter in various states and forms (<i>ex., shows preference for particular tastes, feel of objects; uses caution as wet sidewalks turn to ice; identifies ingredients in favorite dishes; recognizes when something is too heavy to lift without tools/help</i>). |
| Y N | (c) Detects and responds changes in things, people, routines, and settings (<i>ex., reacts to different food choices at lunch; assembles picture schedule differently on "A" and "B" days; selects clothes based on weather conditions; asks questions about co-worker's absence</i>). |

| Student Rating | Novice Extension Science Performance Standards |
|------------------------------|---|
| Y N | (d) Demonstrates understanding of cause and effect relationships in familiar events and settings (<i>ex., activates switch to turn on tape recorder; understands inserting money and pushing button of vending machine causes soda to come out; knows that paychecks are associated with work</i>). |
| Y N | (e) Predicts next event in familiar routines and settings based on observation (<i>ex., understands that presence of lunch box means that it is time to eat; uses calendar box to determine what to do next; replenishes condiments on restaurant table when they are running low</i>). |
| Y N | (f) Recognizes and responds to properties and attributes of living things and objects (<i>ex., picks appropriately sized box to pack groceries; differentiates science book from English journal; keeps hands from flames during classroom experiments; moves away from car that is backing up</i>). |
| Y N | (g) Understands basic structures, needs, and functions of living things (<i>ex., communicates source of discomfort to adult; plans well-rounded meal; takes care of pet</i>). |
| Y N | (h) Groups objects by similar properties (<i>ex., distinguishes “edible” from “nonedible” objects; sorts silverware when unloading dishwasher; places money in appropriate slot in the cash register</i>). |
| Y N | (i) Uses measurement tools to perform tasks and gather information about people, places, and things (<i>ex., refers to calendar or schedule to identify day/activity; uses measuring cups when adding ingredients to a recipe; takes package to post office to be weighed for correct postage; sets counter on Xerox machine to make correct number of copies</i>). |
| Comments/Instructional Notes | |
| | |

Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more

Proceed to the Novice Scale

Zero

Return to the front of the manual and follow directions for completing the Test Answer Document



Scale 2: Novice

A graduating student at the Novice Level is beginning to attain the prerequisite knowledge and skills that are fundamental in science. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE SCIENCE SCALE**:

"Sometimes recognizes interconnections within and outside science."

If you are evaluating the skills of a student who:


- ☐ consistently recognizes interconnections within and outside science, the item should be scored "Y"
- ☐ does, at times, recognize interconnections within and outside science, the item should be scored..... "Y"
- ☐ rarely recognizes interconnections within and outside science, the item should be scored..... "N"
- ☐ does not yet recognize interconnections within and outside science, the item should be scored..... "N"

| Student Rating | Novice Level Science Performance Standards |
|----------------|---|
| Y N | (a) Has difficulty conducting and communicating the results from a simple experimental investigation, seldom inferring real world applications. |
| Y N | (b) Sometimes recognizes interconnections within and outside science. |

| Student Rating | | Novice Level Science Performance Standards |
|------------------------------|---|--|
| Y | N | (c) Struggles to make inferences about explorations and experiments and makes simple predictions based upon knowledge of matter in the physical world. |
| Y | N | (d) With guidance, selects and uses appropriate technology to investigate teacher-generated problems or questions. |
| Y | N | (e) Rarely recognizes common classification schemes or relates interactions of the biotic and abiotic factors in the environment. |
| Y | N | (f) Identifies, but inconsistently communicates interactions of science, technology, and society. |
| Y | N | (g) Has difficulty defining the importance of science and its historical significance. |
| Y | N | (h) Seldom questions the validity of scientific endeavor, past and present. |
| Y | N | (i) Seldom makes informed decisions about issues, based on observations and knowledge of the natural world. |
| Comments/Instructional Notes | | |
| | | |

Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more

Proceed to the Nearing Proficiency Scale

Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 3: Nearing Proficiency

A graduating student at the Nearing Proficiency Level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NEARING PROFICIENCY SCIENCE SCALE**:

"Recognizes interconnections within and outside science."

If you are evaluating the skills of a student who:


- ☐ consistently recognizes interconnections within and outside science, the item should be scored "Y"
- ☐ typically recognizes interconnections within and outside science, the item should be scored..... "Y"
- ☐ rarely recognizes interconnections within and outside science, the item should be scored..... "N"
- ☐ does not yet recognize interconnections within and outside science, the item should be scored..... "N"

| Student Rating | Nearing Proficiency Level Science Performance Standards |
|----------------|---|
| Y N | (a) Conducts and communicates results from simple experimental investigations, sometimes inferring real-world applications. |
| Y N | (b) Recognizes interconnections within and outside science. |
| Y N | (c) Sometimes makes inferences about explorations and experiments. |

| Student Rating | | Nearing Proficiency Level Science Performance Standards |
|------------------------------|---|---|
| Y | N | (d) Identifies and, with guidance, constructs models depicting the properties of matter in the physical world. |
| Y | N | (e) Uses limited skills with technology to investigate teacher-guided problems and/or questions about scientific phenomena. |
| Y | N | (f) Organizes and sometimes classifies living and nonliving things using common classification schemes. |
| Y | N | (g) With assistance, identifies, models, and discusses the interactions of the biotic and abiotic components of the Earth. |
| Y | N | (h) Sometimes communicates interactions of science, technology, and society. |
| Y | N | (i) Sometimes defines the importance of science and its historical importance. |
| Y | N | (j) Is generally accepting of the validity of scientific endeavor. |
| Y | N | (k) Sometimes formulates a decision about scientific and social issues based on observations, data, and knowledge of the natural world. |
| Comments/Instructional Notes | | |
| | | |


Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —



1 or more

Proceed to the *Proficient* Scale



Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 4: Proficient

A graduating student at the Proficient Level in Science demonstrates solid academic performance. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **PROFICIENT SCIENCE SCALE**:

"Recognizes interconnections within and outside science."

If you are evaluating the skills of a student who:


- ☐ consistently recognizes interconnections within and outside science, the item should be scored "Y"
- ☐ typically recognizes interconnections within and outside science, the item should be scored..... "Y"
- ☐ is beginning to recognize interconnections within and outside science, the item should be scored..... "N"
- ☐ does not yet recognize interconnections within and outside science, the item should be scored..... "N"

| Student Rating | Proficient Level Science Performance Standards |
|----------------|--|
| Y N | (a) Often plans and conducts experimental investigations. |
| Y N | (b) Communicates results that infer real-world applications in physical, life, and Earth sciences. |
| Y N | (c) Recognizes interconnections within and outside science. |

| Student Rating | | Proficient Level Science Performance Standards |
|------------------------------|---|--|
| Y | N | (d) Makes inferences about explorations and experiments. |
| Y | N | (e) Often identifies and constructs models depicting the properties of matter in the physical world. |
| Y | N | (f) Uses appropriate technology tools and skills to investigate individually generated problems and/or questions about scientific phenomena. |
| Y | N | (g) Organizes and classifies living and nonliving things using common classification schemes. |
| Y | N | (h) Represents, models and/or discusses the interactions of the biotic and abiotic components of the Earth. |
| Y | N | (i) Describes connections and interactions between and among technology, science, and society, applying scientific inquiry and technology skills to comprehend results obtained. |
| Y | N | (j) Clearly articulates the importance of science and the historical significance to question the validity of scientific endeavor, past and present. |
| Y | N | (k) Often makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world. |
| Comments/Instructional Notes | | |
| | | |

Add up total number of “Y” responses and enter number in the box.

IF THE TOTAL IS —

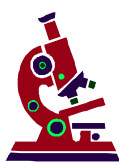


1 or more

Proceed to the Advanced Scale

Zero

Return to the front of the manual and follow directions for completing the *Test Answer Document*



Scale 5: Advanced

A graduating student at the Advanced Level in Science demonstrates superior performance. Read each of the Science Performance Standards in the checklist below, and evaluate this student's performance based on these scoring definitions.



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **ADVANCED SCIENCE SCALE**:

"Consistently recognizes the interconnections within and outside science."

If you are evaluating the skills of a student who:

- ☐ consistently recognizes the interconnections within and outside science, the item should be scored "Y"
- ☐ does, at times, recognize the interconnections within and outside science, the item should be scored..... "N"
- ☐ is beginning to recognize the interconnections within and outside science, the item should be scored..... "N"
- ☐ does not yet recognize interconnections within and outside science, the item should be scored..... "N"

| Student Rating | Advanced Level Science Performance Standards |
|----------------|--|
| Y N | (a) Independently plans, conducts, and interprets experimental investigations and communicates results, articulating and supporting inferences that relate to real-world applications in physical, life, and Earth sciences. |
| Y N | (b) Consistently recognizes the interconnections within and outside science. |

| Student Rating | | Advanced Level Science Performance Standards |
|------------------------------|---|--|
| Y | N | (c) Makes thoughtful inferences about explorations and experiments. |
| Y | N | (d) When doing physical, theoretical, and mathematical modeling, uses appropriate technology to investigate individually generated problems and/or questions about scientific phenomena. |
| Y | N | (e) Adeptly uses these skills to organize, classify, and to clearly describe interactions of the biotic and abiotic parts of the biosphere, as well as the natural history of interactions of life on Earth. |
| Y | N | (f) Clearly describes and analyzes connections and interactions between and among technology, science, and society. |
| Y | N | (g) Applies scientific inquiry and technology skills to comprehend results obtained. |
| Y | N | (h) Questions validity of scientific endeavors, past and present. |
| Y | N | (i) Makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world. |
| Comments/Instructional Notes | | |
| | | |

Add up total number of “Y” responses and enter number in the box.

- Return to the front of the manual and follow directions for completing *the Test Answer Document*.

You have completed all of the subscales of the Alternate Assessment Scale. Return to the section of this manual titled “**Coding the Test Answer Document.**”